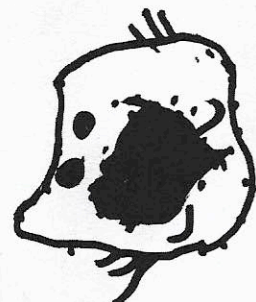


EVIL OMNI MEGA CORP

SHAREHOLDERS MEETING NOTES

vol 1

# NOTHINGFTR



# Everything Is Awful and I'm Not Okay: questions to ask before giving up

## Are you hydrated?

If not, have a glass of water.

## Have you eaten in the past three hours?

If not, get some food — something with protein, not just simple carbs. Perhaps some nuts or hummus?

## Have you showered in the past day?

If not, take a shower right now.

## Have you stretched your legs in the past day?

If not, do so right now. If you don't have the energy for a run or trip to the gym, just walk around the block, then keep walking as long as you please. If the weather's crap, drive to a big box store (e.g. Target) and go on a brisk walk through the aisles you normally skip.

## Have you said something nice to someone in the past day?

Do so, whether online or in person. Make it genuine; wait until you see something really wonderful about someone, and tell them about it.

## Have you moved your body to music in the past day?

If not, jig for the length of an EDM song at your favorite tempo, or just dance around the room for the length of an upbeat song.

## Have you cuddled a living being in the past two days?

If not, do so. Don't be afraid to ask for hugs from friends or friends' pets. Most of them will enjoy the cuddles too; you're not imposing on them.

## Have you seen a therapist in the past few days?

If not, hang on until your next therapy visit and talk through things then.

## Have you changed any of your medications in the past couple of weeks, including skipped doses or a change in generic prescription brand?

That may be screwing with your head. Give things a few days, then talk to your doctor if it doesn't settle down.

## If daytime: are you dressed?

If not, put on clean clothes that aren't pajamas. Give yourself permission to wear something special, whether it's a funny t-shirt or a pretty dress.

## If nighttime: are you sleepy and fatigued but resisting going to sleep?

Put on pajamas, make yourself cozy in bed with a teddy bear and the sound of falling rain, and close your eyes for fifteen minutes — no electronic screens allowed. If you're still awake after that, you can get up again; no pressure.

## Do you feel ineffective?

Pause right now and get something small completed, whether it's responding to an e-mail, loading up the dishwasher, or packing your gym bag for your next trip. Good job!

## Do you feel unattractive?

Take a goddamn selfie. Your friends will remind you how great you look, and you'll help fight society's restrictions on what beauty can look like.

## Do you feel paralyzed by indecision?

Give yourself ten minutes to sit back and figure out a game plan for the day. If a particular decision or problem is still being a roadblock, simply set it aside for now, and pick something else that seems doable. Right now, the important part is to break through that stasis, even if it means doing something trivial.

## Have you over-exerted yourself lately — physically, emotionally, socially, or intellectually?

That can take a toll that lingers for days. Give yourself a break in that area, whether it's physical rest, taking time alone, or relaxing with some silly entertainment.

## Have you waited a week?

Sometimes our perception of life is skewed, and we can't even tell that we're not thinking clearly, and there's no obvious external cause. It happens. Keep yourself going for a full week, whatever it takes, and see if you still feel the same way then.

You've made it this far, and you will make it through. You are stronger than you think.

No two people are the same; you are encouraged to customize this document to your own needs, abilities, and resources. Copyright Sinapse (sinapse.tumblr.com), 2015. This work is licensed under a Creative Commons Attribution 4.0 International License. Original: <http://sinapse.tumblr.com/post/113798989867/everything-is-awful-and-im-not-okay-questions-4>

2. - EdCamp Boston 2017 Chaordic Path group notes

3. - Chart of tools to introduce chaos

4. - Bring order to chaos

5. - Make your own tools

6. - Kubrick and Index Cards

7. - Relational Databases

8. - Werner's Rules

10. - Mobile Tech & Learning

13. - GTD: a beginner's guide

14. - Self Check #1

15. - Whimsy and Biases in design

16. - Self Check #2

17. - A Reminder

This was built in April 2017.  
This is a NTHNGFTR production.  
s/n 003.001a



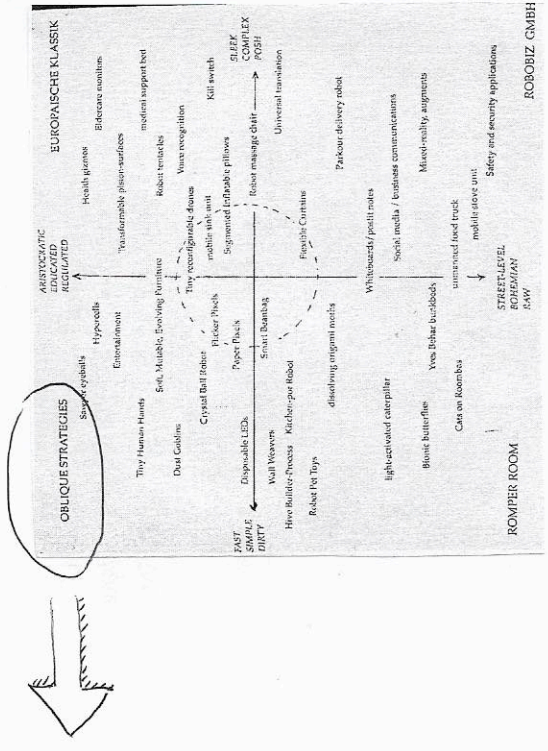
It's ok to...

- say "I don't know"
- ask for more clarity
- stay at home when you feel ill
- say you don't understand
- ask what acronyms stand for
- ask why, and why not
- forget things
- introduce yourself
- depend on the team
- ask for help
- not know everything
- have quiet days
- have loud days, to talk, joke and laugh
- put your headphones on
- say "No" when you're too busy
- make mistakes
- sing
- sigh
- not check your email out of hours
- not check your email constantly during hours
- just Slack it
- walk over and ask someone face-to-face
- go somewhere else to concentrate
- offer feedback on other people's work
- challenge things you're not comfortable with
- say yes when anyone does a coffee run
- prefer tea
- snack
- have a messy desk
- have a tidy desk
- work how you like to work
- ask the management to fix it
- have off-days
- have days off

SELF CARE MATTERS.  
DON'T neglect it.

Potential methods of introduction  
of more chaos into a system. Throw  
a dart if you need to.

TOOLS TO INTRODUCE  
CHAOS TO INDUCE DIVERGENT THINKING



Whether a replacement for or complement to traditional methods of teaching and learning, it is clear that the mobility, engagement, and individualization possibilities of digital technology have raised the ante significantly in the discourse on educational reform. While not a panacea to all the limitations of the current system, the digital revolution in higher education has changed the conversation about the quality of teaching and will continue to lead the enterprise to new forms and models of learning. Prensky (2001) presaged, "As a result of this ubiquitous environment [of technology] and the sheer volume of their interaction with it, today's students think and process information fundamentally differently from their predecessors" (p.1). As a result, "students have come to expect a high level of engagement in their learning" (Martin & Ertzberger, 2013, p. 77). Whether we can deliver that through the trappings of our traditional system is in doubt, but the promise of the new technology to do so in the future is compelling.

#### References

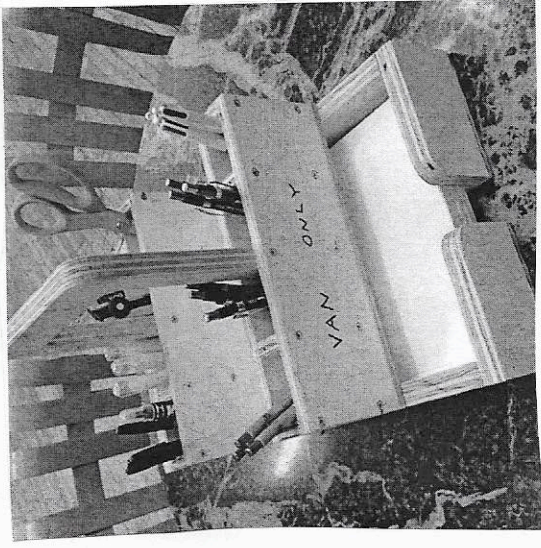
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"Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful people with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan 'press on' has solved and will always solve the problem of the human race."

THIS QUOTE HAS NO ATTRIBUTION BECAUSE ITS ORIGIN IS UNKNOWN.



VAN NIGSTAT WRITINGSTATION, 2012

IF THE TOOL DOESN'T EXIST  
BUILD IT.

DIY CAN MOVE  
MOUNTAINS.



This excerpt is taken from the "Tomorrow's Teaching and Learning" newsletter, which is totally worth your time- I've been reading it for something like three years now, and while (like everything) not every issue is exactly what you're looking for, there's plenty good worth reading there.

Folks:

The posting below is one look at the future of mobile technologies in higher education. It is from Chapter 8 Learning through Mobile Technologies in the book Designing for Learning? Creating Campus Environments for Student Success, by C. Carney Strange and James H. Banning. Jossey-Bass, San Francisco [www.josseybass.com<http://www.josseybass.com/>] Copyright ? 2011, 2015 Wiley Periodicals, Inc., A Wiley Company. One Montgomery Street, Suite 1200. San Francisco, CA 94104-4594 www.wiley.com<http://www.wiley.com/> All rights reserved. Reprinted with permission.

Regards,  
Rick Reis

[reis@stanford.edu](mailto:reis@stanford.edu)

Tomorrow's Teaching and Learning

----- 979 words -----

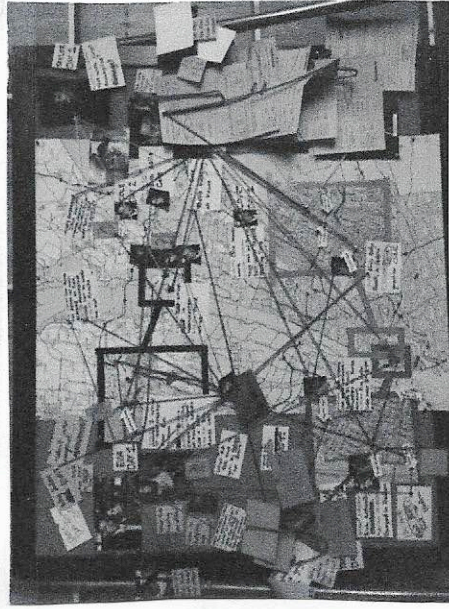
Learning through Mobile Technology: The Future of Things to Come

The integration of mobile technology and learning in higher education has been one of the most exciting and transformational changes in how colleges and universities attend to their work of teaching, research, and service. The past ten years in particular have witnessed a revolution in how educators construct the processes of learning and how to engage students in them. Referring specifically to online learning, one observer described this as a paradigm shift that presents an uncharted set of challenges for academic institutions, most of which are much more familiar with the traditional classroom setting? (Borden, 2011). This shift will reflect both how we fundamentally approach learning as well as the role of instructors. The author suggested:

Higher education institutions will increasingly rely on learning management systems that enable "prescriptive content"? meaning the systems define appropriate content for each student, according to their measured abilities, and employ learning modalities and techniques that are proven to drive achievement. This method of online learning challenges students while allowing them to progress at their own pace? ultimately resulting in increased academic success and satisfaction.

This will entail further, a higher standard of excellence, driving increased demand for quality, tech-savvy instructors ? [who] will be

There lies an interesting and mostly untapped realm of some of this thinking: Relational Databases. These are easy to think of as the digital representations of the Crazy Walls so popular in tv & film. Individual bits of data cross tagged with meta data about their relationship to other bits- this allows the construction of maps about how these bits relate to each other- the maps represent the relationships with the data functioning as anchor points. How to digitize these structures? How to transport them? Collaborate on them? Build them in layers across multiple projects?



From the back cover of Paul Cronin's book about Werner Herzog, titled *Werner Herzog – A Guide for the Perplexed* (found via kotke) **The rules:**

1. *Always take the initiative.*
2. *There is nothing wrong with spending a night in jail if it means getting the shot you need.*
3. *Send out all your dogs and one might return with prey.*
4. *Never wallow in your troubles; despair must be kept private and brief.*
5. *Learn to live with your mistakes.*
6. *Expand your knowledge and understanding of music and literature, old and modern.*
7. *That roll of unexposed celluloid you have in your hand might be the last in existence, so do something impressive with it.*
8. *There is never an excuse not to finish a film.*
9. *Carry bolt cutters everywhere.*
10. *Thwart institutional cowardice.*

11. *Ask for forgiveness, not permission.*

12. *Take your fate into your own hands.*

13. *Learn to read the inner essence of a landscape.*

14. *Ignite the fire within and explore unknown territory.*

15. *Walk straight ahead, never detour.*

16. *Manoeuvre and mislead, but always deliver.*

17. *Don't be fearful of rejection.*

18. *Develop your own voice.*

19. *Day one is the point of no return.*

20. *A badge of honor is to fail a film theory class.*

21. *Chance is the lifeblood of cinema.*

22. *Guerrilla tactics are best.*

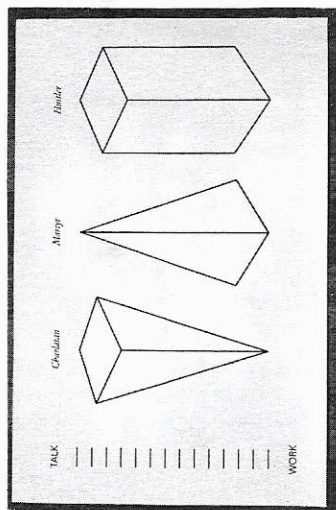
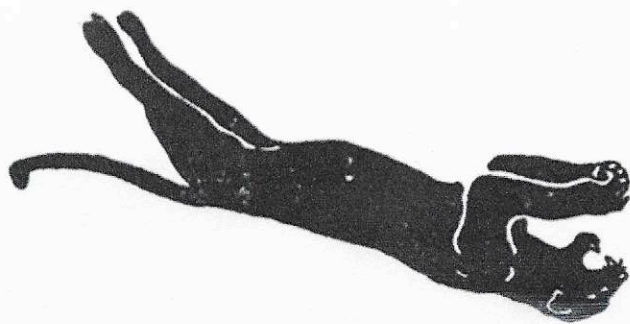
23. *Take revenge if need be.*

24. *Get used to the bear behind you.*



When your ego gets too big,  
remember:

NATURE KNOWS NO KINGS



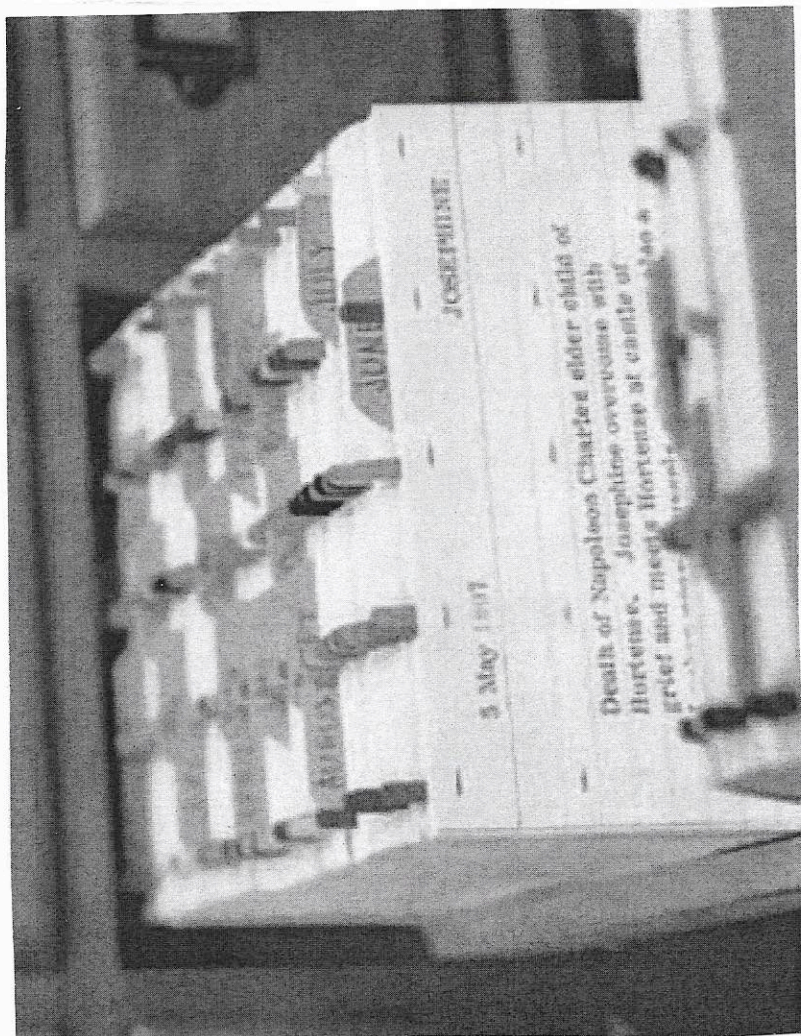
think

plan

execute







Stanley Kubrick's Napoleon Files.  
Built & researched for a never-  
shot movie. Every day of his ex-  
treme life cataloged, cross referenced  
and tagged.

OBSSESSION CAN BE GOOD.

Old tech works.

New tech works.

Mixing them works best.

DON'T NEGLECT THE PHYSICAL  
SLOW CAN BE A BENEFIT

called on to use technology in the fully online and blended learning classrooms, thereby changing the way courses are taught. Instead of demanding memorization and feedback, instructors will employ tools that enable application of knowledge to real-life problems and real-time collaboration with peers.

These shifts are not minor adjustments; they are in fact fundamental changes to the way we do things now. Traditionally, knowledge is delivered, but the success of its use depends on it being engaged. Conventionally, knowledge is accessed through standardized methods for all to use, yet learning is certainly a function of individual student differences, preferences, and resources. Customary practices of teaching are for the most part place-bound, but in an age of mobile learning, does that approach make sense anymore? In an age of lifelong learning, does it make sense to package learning in time-bound blocks (semesters), just to be able to generate a distribution of outcomes to which one can assign grades? What if time and technique were varied but mastery of relevant learning outcomes or competencies held constant? The Gates Foundation is doing exactly that, for example, in supporting innovative competency-based degree programs at Southern New Hampshire University. Perhaps they recognize that the outcomes of learning are at least as important as the means to achieve them. Rather than standardize the inputs to college, doesn't it make more sense to standardize the outcome and allow individuals to exercise their own strengths to maximize their mastery? Isn't success about results? These are the kinds of questions that will continue to emerge in the future as new technologies and methods challenge the assumptions and expectations we hold in the mix of student success.

The canvassing of 2,558 experts and technology builders about where we will stand by the year 2025 in terms of our digital future yielded some very interesting assessments. Observing that the world is moving rapidly towards ubiquitous connectivity that will further change how and where people associate, gather and share information, and consume media? (Pew Research Center, 2014), the panel foresaw the development of an ambient information environment where accessing the Internet will be effortless and most people will tap into it so easily it will flow through their lives? Like electricity? Mobile, wearable, and embedded computing will be tied together in the Internet of Things, allowing people and their surroundings to tap into artificial intelligence-enhanced cloud-based information storage and sharing.

Among the fifteen theses about the digital future, one spoke directly to the work of educators: "An Internet-enabled revolution in education will spread more opportunities, with less money spent on real estate and teachers." Citing the Google economist Hal Varian (Pew Research Center, 2014):

The biggest impact on the world will be universal access to all human knowledge. The smartest person in the world currently could well be stuck behind a plow in India or China. Enabling that person? and the millions like him or her? will have a profound impact on the development of the human race. Cheap mobile devices will be available worldwide, and educational tools like the Khan Academy will be available to everyone. This will have a huge impact on literacy and numeracy and will lead to a more informed and more educated world population.

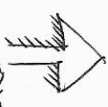
Finally, as one expert commented, the Internet has already made it possible for us to use one of our unique graces? the ability to share knowledge? for good, and to a degree never before possible.? As an institution dedicated to the generation, preservation, communication, and critique of knowledge, higher education must continue to embrace these new tools of understanding while keeping sight of its core mission? to include, secure, engage, and invite students into the learning community.



ONCE CHAOS BRINGS IDEAS, PUSH IT TO USEFULNESS WITH ORDER

The universe \*always\* moves towards entropy, and humans natively push back against that. It's part of what we do. Chaos brings the new, but our ability to push the gem we've found there back into a \*shape\* is what often makes that thing useful. Like it or not, data structures are human.

MASSIVE SPREADSHEET (MERCILESS ASSAULT REPRISAL 00) BREAKDOWN OF A MULTI-YEAR EFFORT TO BREAK THE USA TRANSCONTINENTAL DRIVING RECORD

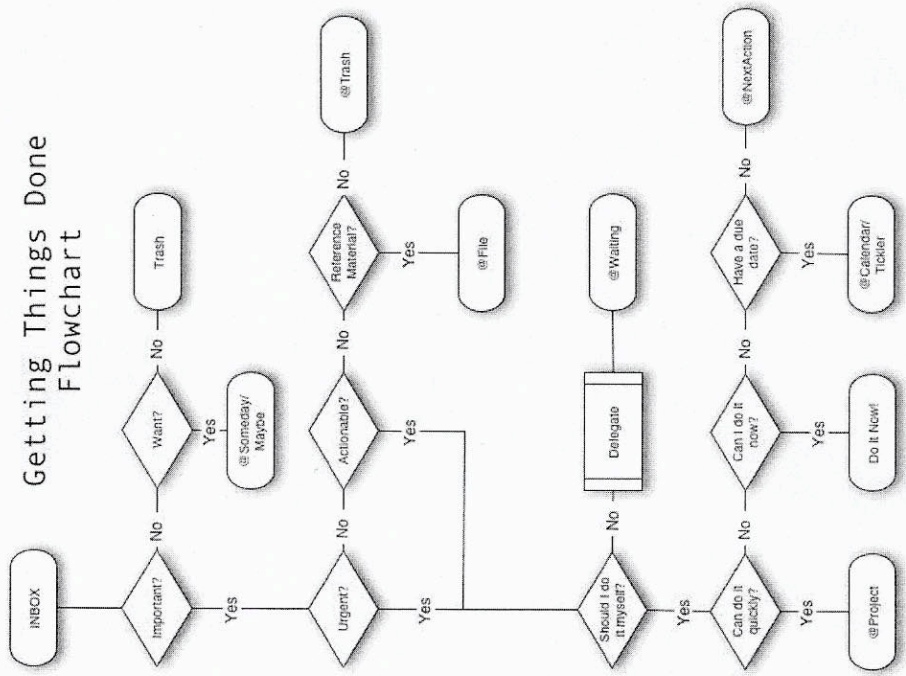


31:39 Driveplan 1 Final (Merciless Assault Reprisal 00)

State	City	Lat	Long	Alt	Pop	Area	Time	Notes
Alaska	Barrow	71.31	-156.79	15	1,000	1,000	1:00	Start
Alaska	Wainwright	70.71	-157.08	15	1,000	1,000	1:00	
Alaska	Utqiagvik	71.29	-156.78	15	1,000	1,000	1:00	
Alaska	Wainwright	70.71	-157.08	15	1,000	1,000	1:00	
Alaska	Barrow	71.31	-156.79	15	1,000	1,000	1:00	End

ALOT

### Getting Things Done Flowchart



**Foo for Bar: Kicking Ass with Outcome-Based Thinking**

Merlin Mann / Aug 8 2008

The other day, I was talking with someone who is trying to encourage a Getting Things Done-like work approach amongst the people on his team. We started talking about which parts of David Allen's GTD system appear to have the greatest long-term impact on the people who have adopted it and who ultimately stick with it for years.

When asked to distill everything down to its most powerful concepts, I came up with three, and here's how I'd summarize each:

- 1. Outcome-Based Thinking.** Articulating in the most specific terms possible what a successful outcome looks like for any given use of your time. Or as I like to put it, "How will I know when I'm done with this?"
- 2. The Next Action.** Knowing that you don't need to track everything you could conceivably do about a Project; you just need to know the next physical action that would get you closer to completion.
- 3. The Review.** Accepting that the heart of the Trusted System that lets you move through a day with a high tolerance for ambiguity is the knowledge that eventually everything you're doing gets looked at once a week without fail.

While I think stuff like ubiquitous capture, the Natural Planning Model, the Two-Minute Rule, and many other bits are arguably as important, these are the three things that I feel have the biggest impact on how people's results change over time.

read more »

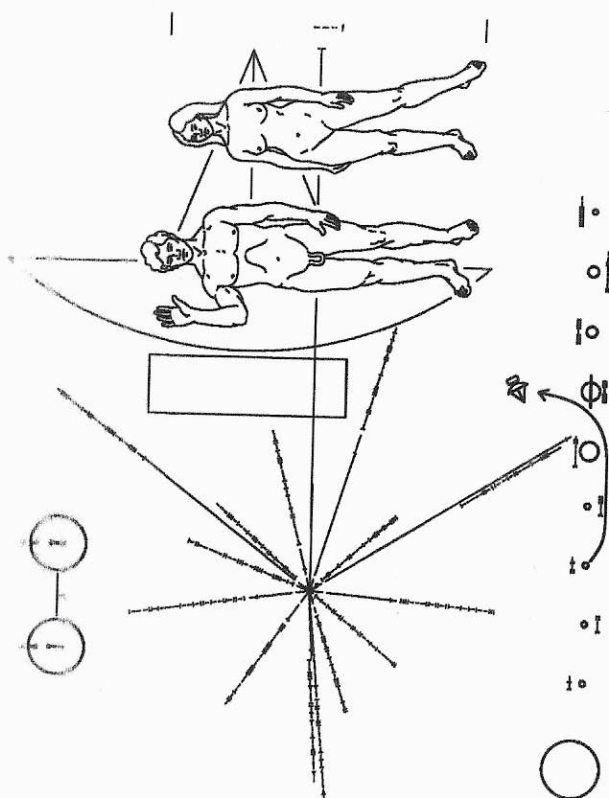
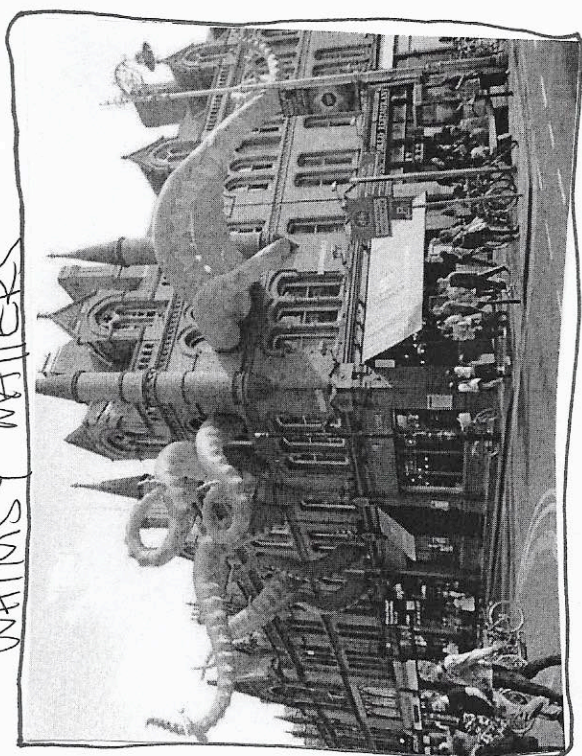
TOPICS: ACTION BASED, GETTING THINGS DONE, NEXT ACTIONS, PERSONAL PRODUCTIVITY

POSTED IN: MERLIN'S BLOG 41858 PLOTS

TAKEN FROM  
43 FOLDERS.COM  
MERLIN MANN  
2008



WILMINSY MATTERS



WHAT BIAS ARE BUILT INTO YOUR SYSTEM?

# CHAORDIC PATH SESSION NOTES

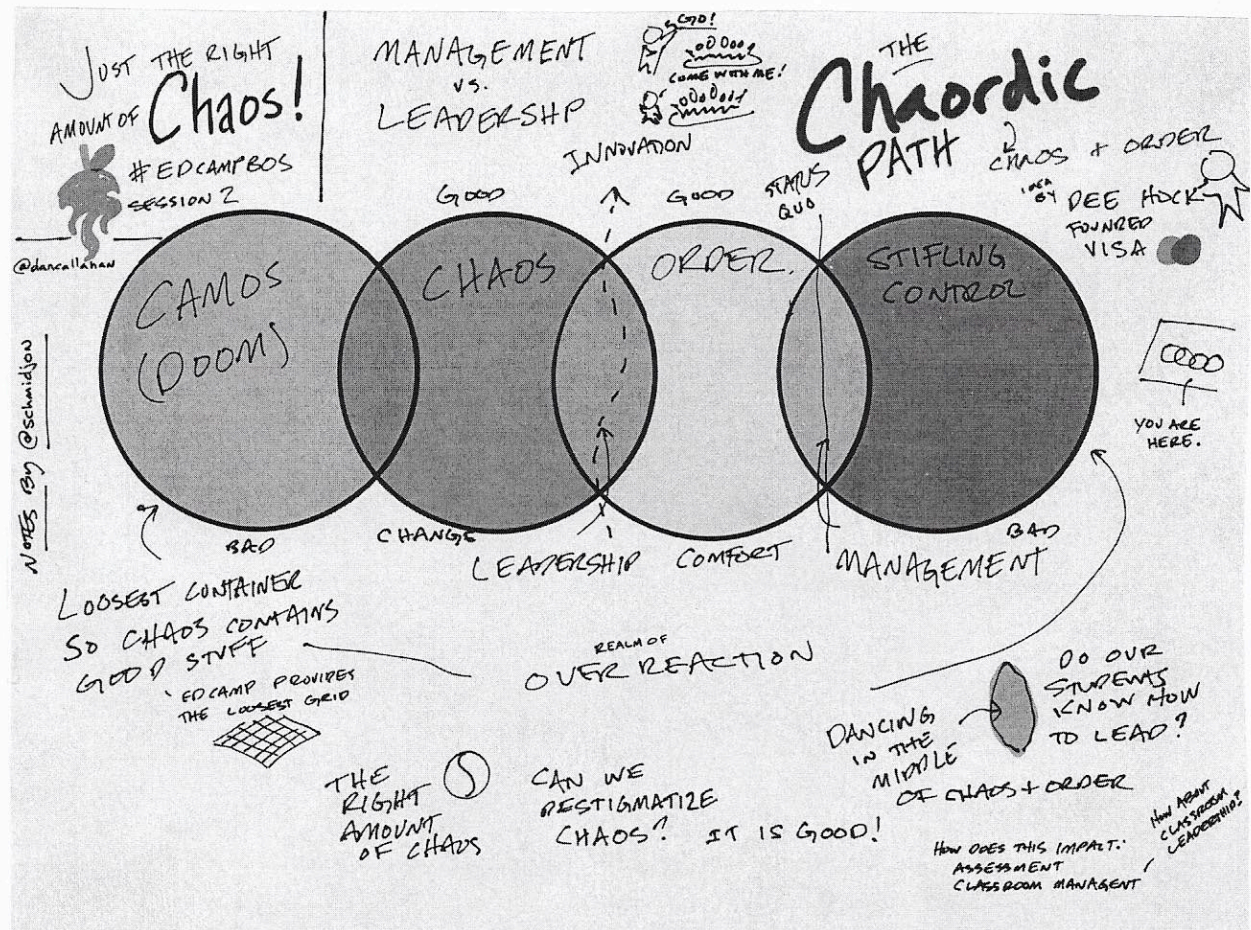


FIG 1